



2021-2022 District Instructional Focus

ALEDO ISD FOCUS DOCUMENT

2021-2022

WHAT WE TEACH

Standards Driven
Curriculum

Teaching to the Depth
of the Standards

HOW WE TEACH

Focus on 8 Cognitive Skills
Thinking Maps

Fundamental
Five

Rigor & Relevance

Workshop Model

AUTHENTIC LITERACY

Cross-Disciplinary Literacy
(listening, speaking, reading, writing, thinking)

Write From the Beginning &
Beyond

Problem of Practice:
*Students are not demonstrating
yearly progress at expected levels
and are not demonstrating
proficiency in critical writing
across all content areas.*

Culture of Excellence
Professional Learning Community



Implementation Measures of District Instructional Focus

PLC Goals

Reported Quarterly

Focus on Learning

Goal 88% of CTs by June

Collaborative Culture

Goal 93% of CTs by June

Focus on Results

Goal 85% of CTs by June

District Instructional Priorities

Reported Monthly

Lesson Frame

Goal 100% of classrooms by June

Daily Critical Writing

Goal 100% of classrooms by June

High-Yield Formative Assessment

Goal 100% of classrooms by June

Student-Driven Learning

*Monthly report will consist of exemplars,
rather than a percentage

Progress Monitoring

Reported BOY, MOY & EOY

CIRCLE Progress Monitoring

PK Reading / Math Screener

mCLASS Texas & DRA

K-2 Reading Screener

IXL Math

K-2 Math Screener

MAP Growth

3-10 Reading Screener

3-10 Math Screener



Three Big Ideas of a PLC at Work

1

A Focus on Learning

2

**A Collaborative Culture
and
Collective Responsibility**

3

A Results Orientation

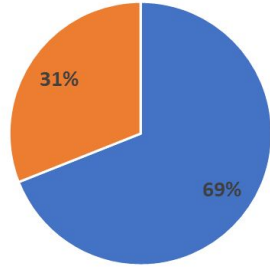
Focus on Learning

We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student's learning. We provide students with systematic interventions when they struggle and extension when they are proficient.

Indicator	Initiating	Implementing	Developing	Sustaining
We build shared knowledge regarding the TEKS, district documents, and trends in student achievement and work with our colleagues to clarify the criteria by which we will judge student work.	Teams are aware of the essential learning standards and some teachers use the district curriculum documents consistently.	Teams clarify the essential learning standards for each unit and most teacher lessons reflect the decisions made by the collaborative team.	Teams clarify the essential learning outcomes by building shared knowledge through deconstruction of the learning standards. All teachers work collaboratively as a team to study and backward design from summative assessments and agree on the specific success criteria students must achieve to be deemed proficient.	Teams possess a deep understanding of the TEKS and the success criteria that students must achieve to demonstrate mastery and use this information to drive instruction. Teams have a systematic process for backward design and are committed to providing students with instruction and support to achieve the intended outcomes, giving every student access to essential learning.
We monitor each student's mastery of all essential standards on a timely basis through a series of frequent, standards-based common formative assessments that are aligned with summative assessments students will be required to take.	Teams have yet to develop formative assessments to monitor student learning. Some teachers use data from assessments to drive instructional decisions.	Teams have begun to create common formative assessments to monitor student learning; however, data is used primarily to make individual decisions about instructional practices.	Teams build capacity by creating common formative assessments and using results from common formatives to develop more effective instructional strategies.	Teams determine the effectiveness of instructional strategies based on evidence of student learning rather than teacher preference or precedent. Common formative assessments are used on a regular basis to identify students who need additional time and support for learning as well as provide another opportunity to demonstrate mastery of learning.
We provide a system of interventions that guarantees each student will receive additional time and support for learning if he or she experiences initial difficulty. Students who are proficient have access to extended learning opportunities.	Opportunities for intervention and extension are left to individual teachers to carry out within their own classrooms. Some teachers attempt to systematically intervene on essential standards when students experience difficulty.	While most teachers see the benefit of systematically grouping students, intervening and extending based on data is not an on-going cycle where teams continually adjust based on most recent assessments.	Teams track each student's proficiency on essential standards and utilize results from common formatives in a timely manner for interventions and extensions.	The system for intervention and extension is proactive, fluid, and directive rather than invitational. Achievement of each student is monitored on a frequent basis, and all students are guaranteed access to this system of intervention.

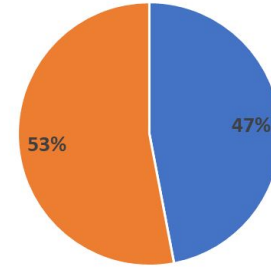
Focus on Learning

1st Grading Cycle



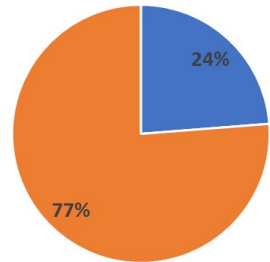
■ Progressing ■ Met or Exceeded

2nd Grading Cycle



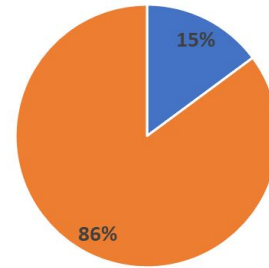
■ Progressing ■ Met or Exceeded

3rd Grading Cycle



■ Progressing ■ Met or Exceeded

4th Grading Cycle



■ Progressing ■ Met or Exceeded

Focus on Learning



“As a fourth grade team we are looking at the TEKS and where students strengths and weaknesses are. We create groups not only for WIN, but for station rotations and whole group lessons as needed. We also have students engage in peer pairing based on TEKS and data. We also meet to calibrate our scoring on student writing.”

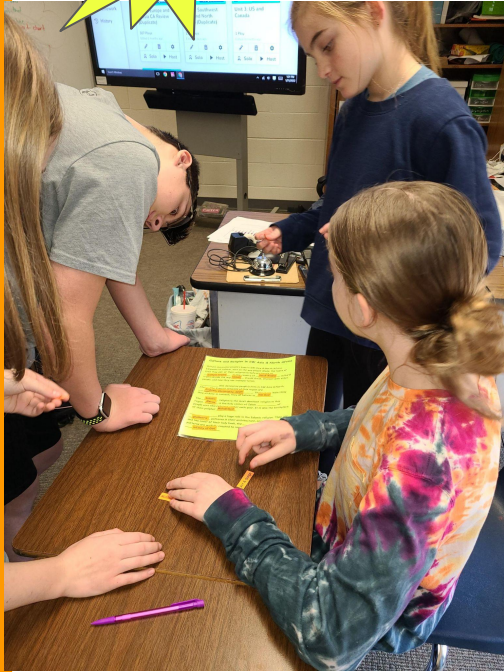
-4th Grade Team at McCall Elementary

Samantha Buckles, Laura Rester,
Kennedy Sosa and Andrea Ferreira



Focus on Learning

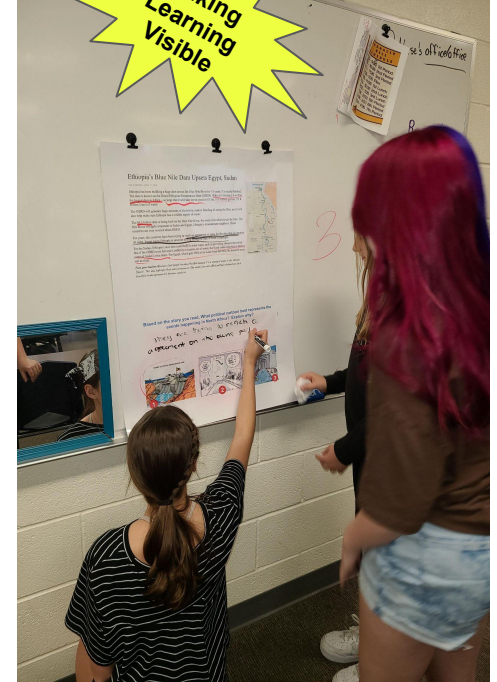
Academic Discussion



Students work in stations in AP Course



Making Learning Visible



Three Big Ideas of a PLC at Work

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and
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A Results Orientation

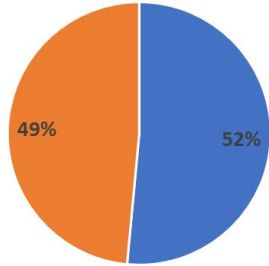
FOCUS ON COLLABORATIVE CULTURE

We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.

Indicator	Initiating	Implementing	Developing	Sustaining
We are organized into collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement.	Teachers are assigned to collaborative teams and are encouraged to work together collaboratively.	Teachers work together during collaborative time and share the workload to achieve individual classroom goals.	Teachers work interdependently to achieve goals specifically related to higher levels of student achievement and focus their efforts on discovering better ways to achieve common goals for the course or grade level.	The collaborative process is deeply ingrained in the team culture. Teams are self-directed and very skillful in advocacy and inquiry to monitor student improvement.
Structures have been put in place to ensure: 1. Collaboration is embedded in our routine work practice. 2. We are provided with time to collaborate. 3. We are clear on the critical questions that should drive our collaboration. 4. Our collaborative work is monitored and supported.	Some team members may elect to work with colleagues on topics of mutual interest. Some team members are co-laboring in an effort to improve student achievement.	Most teams member are clear regarding how they should use the collaborative time. Most work is focused on the Four Critical Questions and/or matters related to teaching and learning. Most teachers believe the team meeting is a productive use of their time.	Team members are assigned roles and honor their collective commitments. Team leaders develop agendas and help lead the collaborative process to ensure topics have a positive impact on student achievement. All work is focused on the Four Critical Questions and/or matters related to teaching and learning. The collaborative process directly impacts teacher practice in the classroom, helping each teacher clarify what to teach, how to assess, and how to improve instruction.	The collaborative team process serves as a powerful form of job-embedded professional development because members learn from one another, identify common problems, and engage in action research. The Four Critical Questions consistently drive the PLC process. Evidence of student learning is transparent among members of the team, and members make judgments about the effectiveness of different practices on the basis of that evidence.

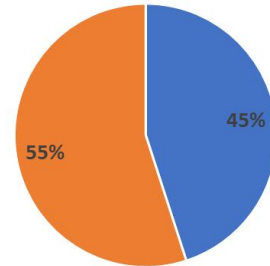
Collaborative Culture & Collective Responsibility

1st Grading Cycle



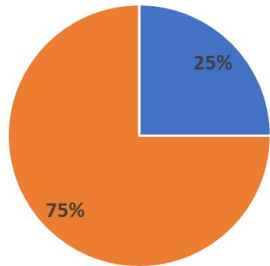
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2nd Grading Cycle



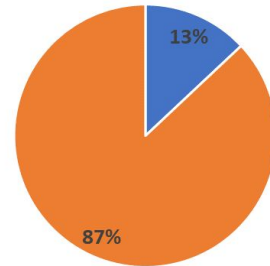
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3rd Grading Cycle



■ Progressing ■ Met or Exceeded

4th Grading Cycle



■ Progressing ■ Met or Exceeded

Focus on Collaborative Culture

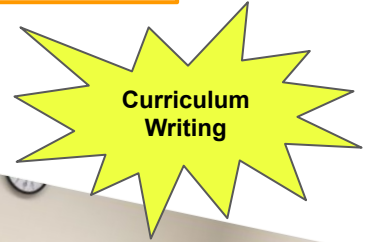


Being in a high functioning collaborative team has impacted every area of our culture. We know each other's strengths, and at anytime we can lean on each other for instructional or personal needs.

Our team has become like a family and students have become "OUR" students.

Each person of our team no longer has to go it alone! We have created a culture where it is safe to be vulnerable and ask others to help. Again, knowing we don't have to be the best at everything and knowing we can depend on each other has substantially impacted our students in the most positive way because we consistently put them first.

-Ashley Watson, 1st Grade at Vandagriff Elementary School



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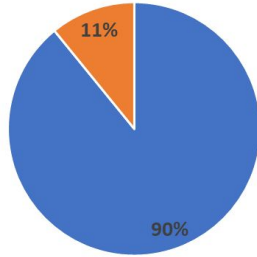
FOCUS ON RESULTS

We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use it to promote continuous improvement.

Indicator	Initiating	Implementing	Developing	Sustaining
<p>Collaborative teams work interdependently to achieve one or more SMART goals that impact student achievement. Each team has identified specific action steps members will take to achieve the goal and a process for monitoring progress toward the goal.</p>	<p>Teams have established annual SMART goals; however, goals do not drive the work of the collaborative team.</p>	<p>Teams have established annual SMART goals tied to student learning and work together to identify strategies for becoming more effective at achieving the goal.</p>	<p>Teams have established a series of short term goals and action steps to monitor their progress towards their SMART goal. The SMART goal drives the collaborative team process.</p>	<p>Teams take ownership of establishing short term and long term goals with action steps that guide the work of the collaborative team. Teams have a consistent process for monitoring their progress towards the attainment of the SMART goal.</p> <p>The recognition and celebration of efforts to achieve goals helps sustain the improvement process and keeps the focus on higher levels of student achievement.</p>
<p>Collaborative teams regard ongoing analysis of evidence of student learning as a critical element in the teaching and learning process. They use that information to:</p> <ul style="list-style-type: none"> *Respond to students who are experiencing difficulty *Extend the learning of students who are proficient *Inform and improve the individual and collective practice of members *Identify team professional development needs *Measure progress toward team goals 	<p>Some teachers analyze and use assessment results of team created common formative assessments.</p> <p>Some teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.</p>	<p>Teams create and administer common formative assessments and analyze the results together.</p> <p>Most teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.</p> <p>Teams may not yet be using the analysis of results to inform or improve professional practice.</p>	<p>Teams collaborate to create common formatives, consistently analyze data, and group students based on results from recent assessment data. Teams have a system in place for tracking progress of interventions and extensions that is fluid and based on evidence of need.</p> <p>Students receive interventions and extensions on essential standards.</p> <p>Systems of intervention and extension focus on priority content areas identified at the campus and/or district level based on student data trends.</p> <p>Teams use the results to identify areas of success, areas of concern, and to discuss strategies for improving the results.</p>	<p>Data from team created common formative assessments is critical to the work of the team and consistently drives instructional decisions made by the team.</p> <p>Teachers use data to identify the strengths and weaknesses in their individual practice, improve their collective capacity to help all students learn, identify problematic areas in curriculum, and consistently provide targeted and systematic interventions and extensions.</p>

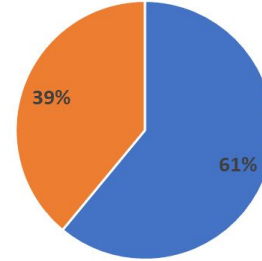
A Focus on Results

1st Grading Cycle



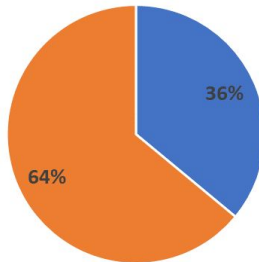
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2nd Grading Cycle



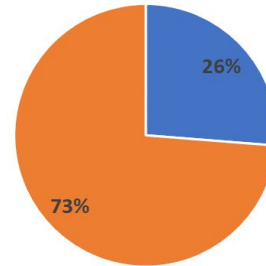
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3rd Grading Cycle



■ Progressing ■ Met or Exceeded

4th Grading Cycle



■ Progressing ■ Met or Exceeded

Focus on Results

How has meeting in a collaborative team changed your thoughts/practice about results?

“This was our BIG one this year... Our collaborative team has completely built, torn down, and rebuilt the WIN time process and intervention process time and time again. This has done two things for our team: it has built us to be a strong team that wants to be successful and it has changed the students’ learning because we are changing things and adapting things constantly to help them be successful. We meet as a team and hold each other accountable to have data ready so that we can look at data and create interventions and extensions within the same week.”

-Morgan Shaunfield, 2nd Grade Stuard

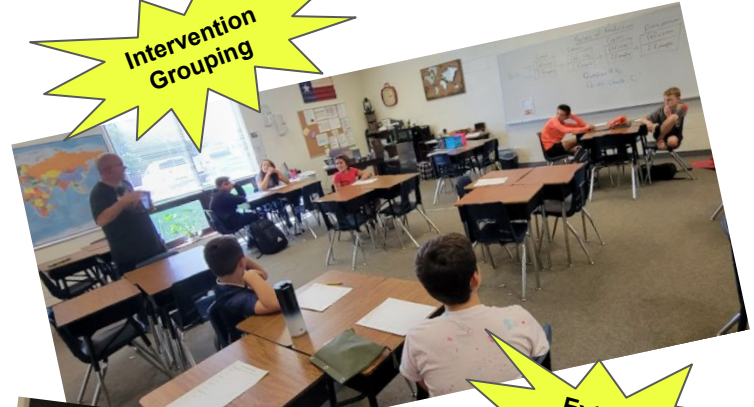


Focus on Results

Tracking Progress on the Mastery of Essential Standards

teacher	NOTES	period	Essential Standard 6.3A: identify and explain the geographic				individual teacher	RETEACH and EXTENSION	Does anyone still need	Essential Standard 11A- describe and compare roles and			
			Formative #1 reflection 9/3	retech date	ES on CA Unit 2					Formative #1	retech date	Unit 3 test 10/7: missed	individual teacher
ra J	Gallegos	1	ABST	9/9/2021	ABST		test						EXT Chrissy
er W	Gallegos	1			no	9/14	Porter 3A			no			11A Leslie
er J	Gallegos	1					Gallegos- extens						EXT Chrissy
ely	Gallegos	1					Summerhill 20A		no	9/23			3A Glen
	Gallegos	1					Gallegos- extens						3A Glen
njamin M	Gallegos	1	ABST		ABST		test						EXT Library
D	Gallegos	1					Gallegos- extens						EXT Library
esley R	Gallegos	1	ABST	9/9			Gallegos- extens						EXT Library
t	Gallegos	1		9/9	ABST	9/14	test						EXT Library
	Gallegos												
M	Gallegos	1					Gallegos- extens			no			11A Rob
ella A	Gallegos	1					Gallegos- extens						EXT Chrissy
	Gallegos	1					Gallegos- extens						EXT Chrissy
T	Gallegos	1					Gallegos- extens						test
son G	Gallegos	1	NO	abst	no	9/14	Porter 3A		no	abst 9/29	no		11A Leslie
B	Gallegos	1					Gallegos- extens						EXT Chrissy
	Gallegos	1											
	Gallegos	1					Gallegos- extens			no			11A Rob DYSL
ww W	Gallegos	1	DYSL	9/9			Porter 3A			no			11A Leslie DYSL
	Gallegos	1					Gallegos- extens						EXT Chrissy
er D	Gallegos	1					Gallegos- extens						EXT Chrissy
	Gallegos	1					Gallegos- extens			no			EXT Chrissy

Intervention Grouping



Extension Grouping

